



**SC EDUCATION
OVERSIGHT COMMITTEE**

Focusing on what matters

2017 ANNUAL REPORT





The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business people, and elected officials who have been appointed by the legislature and governor.

The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state’s educational accountability system, and providing information documenting improvements in education.



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Dear Friend,

I am pleased to once again lead the SC Education Oversight Committee (EOC) as its chairman, representing an agency that is focused on what matters in today's education environment – children. The issues the EOC tackles are not easy ones; they are often controversial and emotional for many people. Our job is not to please everyone – it is to see to it that an environment exists in our state that promotes high achievement for all students.

I am proud to say that the decisions the EOC makes are not made alone; they involve the voices of hundreds of stakeholders. This year alone, the EOC engaged 289 individuals in task forces, focus groups, and committees around the state and nation in the accomplishment of its work. The EOC and its small staff spoke to 1,459 stakeholders from March 1, 2016 to February 28, 2017. We listen and learn. Ultimately, we ask ourselves what is best for children and their futures. What is best for our children is what is best for our state's future.

Rather than provide a summary of all of the reports and publications that the EOC produced this year, this Annual Report provides some of the highlights of various projects that are promoting progress in South Carolina schools and providing our policymakers with the information they need to make informed decisions. Each of the reports highlighted in this report are available in their entirety on the EOC website, as are the other reports listed at the back of this report.

I thank my former committee members, who are listed below-- your service is valued. I want to thank SC educators for their work and the impact they choose to have on the lives of children-- you have the greatest opportunity to unlock the potential of the young people you teach. Finally, I want to thank the youngest among us – the ones that inspire us to do the work we do each day – we believe in you, we know you can succeed, and we want to provide an environment where there are no barriers to your success.

Best Regards,



EOC MEMBERS

current February 27, 2017

Neil Robinson, Charleston (*Chair*)
Danny Merck, Easley (*Vice Chair*)
April Allen, Columbia
Cynthia Bennett, Columbia
Anne Bull, Lexington
Bob Couch, Columbia
Raye Felder, Fort Mill
Barbara B. Hairfield, Charleston
Greg Hembree, Myrtle Beach
Dwight Loftis, Greenville
John Matthews, Jr., St. Matthews

Henry McMaster, Columbia
Molly Spearman, Columbia (*ex-officio*)
John Stockwell, Spartanburg
Patti Tate, Rock Hill
Ellen Weaver, Columbia

Individuals serving on the EOC during 2016-2017:

Mike Fair, Greenville
Nikki Haley, Columbia
R. Wesley Hayes, Jr., Rock Hill
Joseph H. Neal, Hopkins
David Whittemore, Easley (*Chair*)

Why it matters....

By the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education.

Adults with Postsecondary Degrees or Credentials

Georgia	46.0%	21st
Florida	45.9%	22nd
North Carolina	45.3%	24th
United States	45.3%	NA
Kentucky	42.5%	37th
South Carolina	40.7%	42nd

ACT, Average Composite Scores for Juniors

	Mississippi	South Carolina
2016	18.3	18.2
2015	17.6	17.9

Percent of SC Juniors Meeting ACT Benchmarks

	ACT Benchmarks	2015	2016
English	18	38.7%	39.5%
Mathematics	22	21.6%	23.5%
Reading	22	25.8%	29.5%
Science	23	17.9%	21.2%
No. of students		48,528	47,469

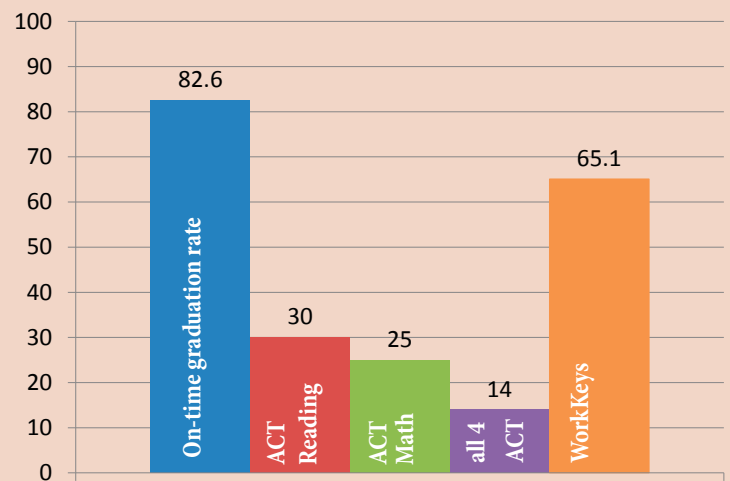
In a national study, 68% of SC students in two-year colleges require remediation and 40% in four-year colleges. SC students rank 9th nationally in student loan debt.

Freshman Scholarship Recipients

(Fall 2014 to Fall 2015 in Public and Private 4-year institutions)

Scholarship	Numbers	Percent retained scholarship
Palmetto Fellow	1,053	89.4%
LIFE	8,252	62.3%
Hope to LIFE	3,236	25.3%

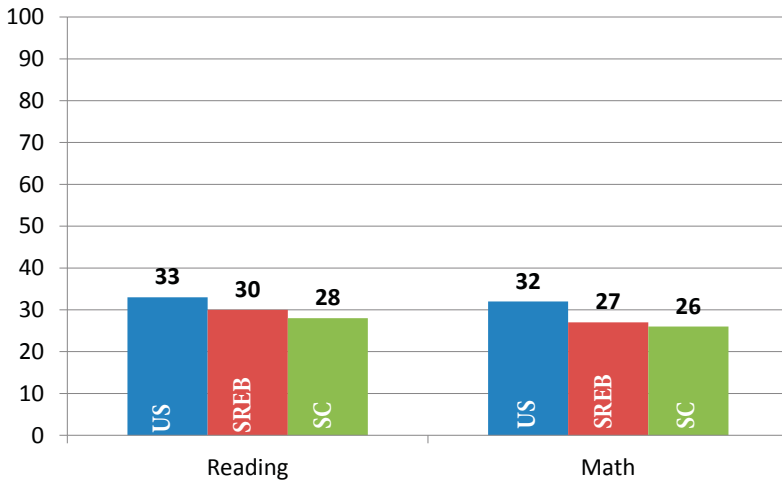
SC 2016 Graduating Class (% meeting benchmarks)



South Carolina ranks 19th out of the 20 states in average ACT composite score where 96% or more of students take the ACT.

Southern Regional Education Board (SREB) States:
Alabama; Arkansas; Delaware; Florida, Georgia;
Kentucky; Louisiana; Maryland; Mississippi; North
Carolina; Oklahoma; South Carolina; Tennessee; Texas;
Virginia; and West Virginia

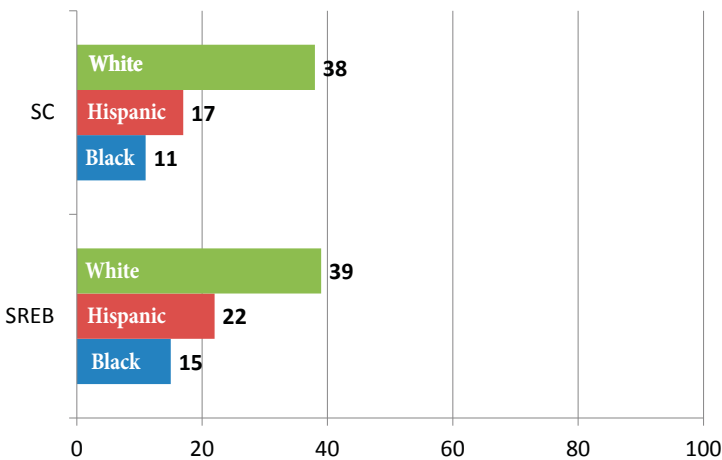
National Assessment of Educational Progress (NAEP), 2015 8th grade, Percent Proficient or Above



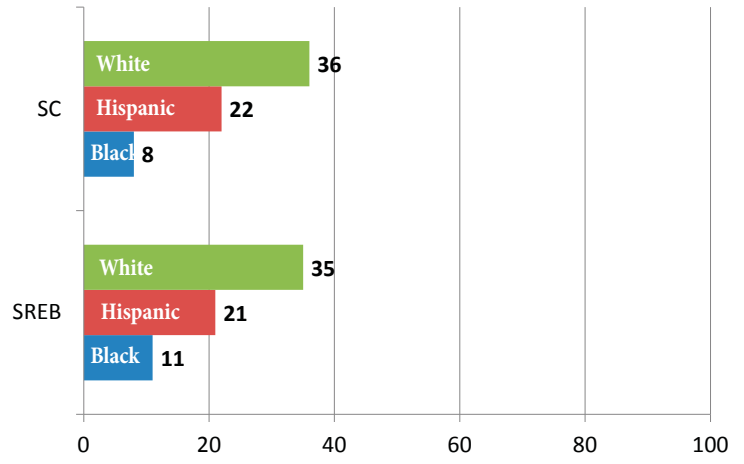
According to Education Trust:

Of 23,000 High School Graduates in US in 2013:
31% completed college-ready course of study
13% completed career-ready course of study
8% of high school graduates in 2013 completed both
college- and career-prep curriculum.
47% or almost half completed neither a college- nor
career-ready course of study

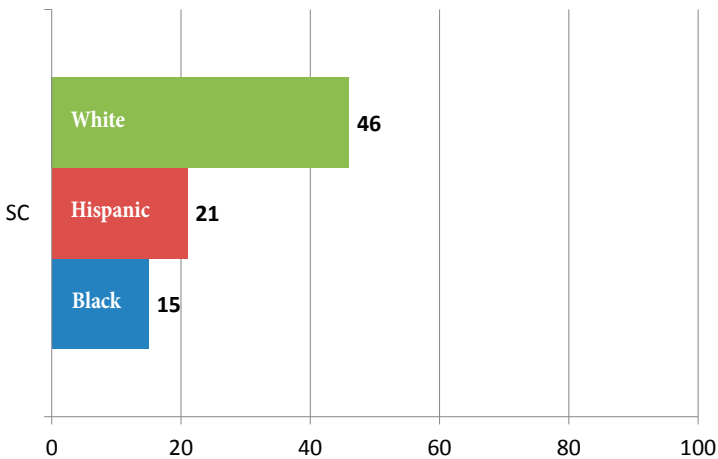
National Assessment of Educational Progress (NAEP), 2015 8th grade Reading, Percent Proficient or Above



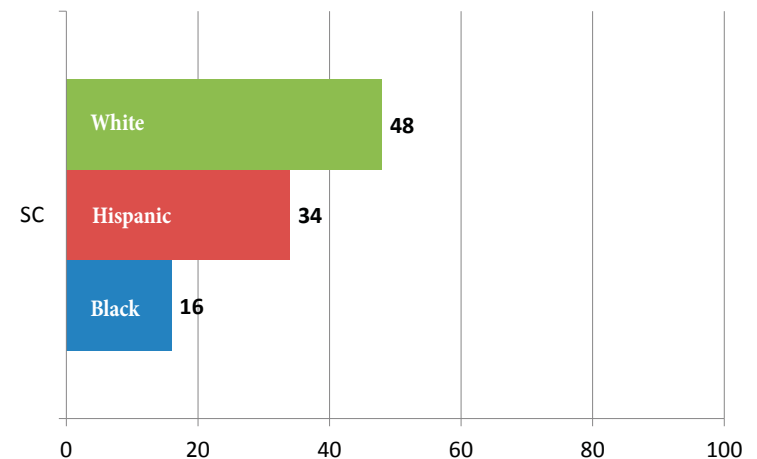
8th grade Math, Percent Proficient or Above



4th grade Reading, Percent Proficient or Above



4th grade Math, Percent Proficient or Above





Providing a Foundation for Learning

Report of publicly funded 4K programs

The SC General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014, the program was codified in Act 284 and renamed the South Carolina Child Early Reading Development and Education Program (CDEP). CDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. Both public schools and private childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CDEP in public schools and South Carolina Office of First Steps to School Readiness (First Steps) oversees implementation in private childcare settings.

Over time, the General Assembly has tasked the EOC with an annual evaluation of CDEP and has asked recurring questions every year. In response, the EOC undertakes its annual evaluation with a strong focus on programmatic impact, quality and growth.

An evaluation of the program was provided to the General Assembly on January 15, 2017. The report:

- Documents the program's implementation in Fiscal Year 2015-16 by focusing on the number of students served, professional development services provided, and total expenditures made;
- Projects for Fiscal Year 2016-17 the number of at-risk four-year-olds in each school district, number of at-risk four-year-olds served in a publicly funded program using available information, and projected expenditures;
- Details the results of both the 4K and 5K language and literacy assessments administered during school year 2015-16; and
- Provides preliminary information about the 2015-16 and 2016-17 grants cycle of the South Carolina Community Block Grants for Education Pilot Program (Block Grants Program), which focused on improving the quality of 4K programs.

Essential Questions

- Does CDEP impact young children's learning and their readiness for kindergarten?
- What components constitute high-quality four-year-old kindergarten? What does quality look like and how can it be measured? What is the status of quality in CDEP?
- Is CDEP expanding statewide? Are more at-risk four-year-olds being served by formal early childhood education programs?

FY 2015-16 & FY 2016-17 State-funded Full-day 4K Evaluation available at www.eoc.sc.gov

- Approximately **60 percent** of SC's four-year-old children live in poverty and are at-risk of not being ready for kindergarten.
- Of those at-risk four-year-olds, about **60 percent** of those children are served by a publicly-funded early learning program (including CDEP, Head Start or ABC Voucher programs.)



Are at-risk four-year-olds being served?

	2014-15	2015-16	2016-17
Estimated number of at-risk four-year-old children in SC*	42,163	40,755	35,183
Total CDEP Enrollment	12,825	13,643	13,862
Estimated percentage of at-risk four-year-old children served by publicly-funded program	46.94%	52.09%	59.66%
Estimated percentage of at-risk four-year-olds children NOT served by a publicly-funded program	53.06%	47.91%	40.34%

*The change in the calculation of the poverty index contributed to the decrease over time.

How are students performing?



Pre-Kindergarten

In 2015-16, approximately 25,168 pre-kindergartners were assessed with one of three approved assessments in fall and spring. Overall, the vast majority made progress across time.

Kindergarten

In 2015-16, approximately 55,137 kindergartners were assessed in Fall 2015 using DRA-2. In Spring 2016, 53,792 kindergartners were assessed. On average, kindergartners met the Fall and Spring 2016 Reading Readiness Targets for six tasks. There was no difference in early literacy scores of children who had attended CDEP and those who did not.



“The Education Block Grant program encourages and incentivizes evidence-based early childhood strategies that enhance the quality of 4K programs and instruction.”

-- Dr. Tammy Pawloski, chair of the grants committee that decided final grant awards.

Providing a Foundation for Learning

Community Block Grant Program

In December 2016, grants for the South Carolina Community Block Grant for Education Pilot Program were awarded to six new initiatives throughout the state, with fifteen participating districts and additional community partners. This one-year block grant program is a matching grants initiative designed to encourage sustainable partnerships among South Carolina school districts and community groups. The General Assembly and Governor approved the grant in the state budget to improve children’s readiness for kindergarten by enhancing the quality of state-funded full day 4K programs and instruction.

Over the past two years, applicants have requested \$6.4 million in funding with \$2 million allocated during fiscal year 2015-16 and \$1 million allocated during fiscal year 2016-17.

Per Proviso 1.70, the Executive Director of the Education Oversight Committee is charged with reviewing and reporting on the results of the funded programs. Upon the completion of an evaluation, the EOC will disseminate a report with project outcomes, lessons learned and best practices in 2017.

2016-17 Awardees

Pee Dee Consortium <i>funded \$250,000</i>	<i>Building upon the FY 2015-16 awards to Florence 1 and 2, the Pee Dee Consortium will provide educator professional development training and support to enhance childrens’ social-emotional development using TPOT and the Pyramid Model. Additional math and early literacy curricula and training on teaching children in poverty. Consortium partners include Florence 1, 2, 3, 4, Marion, Dillon 3 and 4, and the Pee Dee Head Start. The project will be staffed by a Project Manager to oversee all project-related activities and outcomes.</i>
Lancaster County School District <i>funded \$164,000</i>	<i>Staffed with certified teachers, expand the school calendar to include 35 additional days during the summer of 2017. Implement a nine week Baby College component that will enhance family engagement and reading at home. Serve up to 60 families each year. Baby College is an intensive parent outreach and support component that encourages parents to promote young children’s language, motor and social skill development and sustain mutual support relationships with other parents.</i>
Richland 1 School District <i>funded \$118,000</i>	<i>Focusing on the Eau Claire cluster, provide teacher professional development during the summer, with follow-up monthly professional development sessions and onsite coaching sessions using CLASS. Offer multiple parent engagement sessions for 180 families to engage in early learning initiatives that support and enhance a strong home-school connection, using Adult-Child Interactive Reading Inventory.</i>



2016-17 Awardees *(continued)*

York 1 School District <i>funded \$84,000</i>	<i>Host a community event to increase registration for kindergarten and provide 45 students with Countdown to Kindergarten summer home visitation. Enroll 75 students in three additional weeks of summer camp prior to entry into kindergarten. Enhance family engagement with family nights in the community with transportation provided. Provide teacher professional development for all district and Head Start staff in Pyramid Model for social-emotional development. Train at least one administrator and one teacher leader in TPOT to support teachers.</i>
Lexington 4 School District <i>funded \$201,000</i>	<i>Provide intensive staff training using the Pyramid Model and TPOT to support social-emotional development of students. Provide one-year start-up funds for an on-site mental health counselor, in partnership with Lexington County, to provide intensive intervention for at-risk four-year-olds and their families.</i>
Spartanburg 7 School District <i>funded \$142,000</i>	<i>Expand the Spartanburg Quality Country Kindergarten Readiness Project to Spartanburg 3. Implement the Early Development Instrument (EDI), a research-based tool for communities to identify and address readiness challenges and strengths of students prior to kindergarten.</i>
Cherokee County School District* <i>funded \$10,000</i>	<i>Provide second-year funding to augment current LENA program with purchase of books and materials for at-home reading engagement.</i>
Chesterfield County School District* <i>funded \$10,000</i>	<i>Provide second-year funding for the purchase of additional books and materials for at-home reading engagement.</i>

**Two districts were awarded sustainability grants in 2016-17 to continue their work from 2015-16.*

In April 2016, the EOC received the first evaluation report on the SC Community Block Grants for Education Pilot Program, reporting on the 2015-16 awardees.

The full report is available at www.eoc.sc.gov



The Importance of Partnerships in Education

Summer Reading Camp Partnership Evaluation

Pursuant to *Proviso 1.67 Summer Reading Camps*, the EOC is responsible for evaluating the impact of community partnerships on student success in reading.

To provide additional resources to support the S.C. Read to Succeed Act of 2014, the South Carolina Legislature allocated \$700,000 for the 2015-16 school year for developing and supporting community partnerships with school districts to provide summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. Schools with a fifty percent or greater poverty index were targeted. The evaluation report, provided to the EOC in October 2016, includes recommendations on the characteristics of effective community partnerships and ways to strengthen community partnerships associated with the summer reading camps in the future.

The S.C. Read to Succeed Act requires all South Carolina students completing third grade to be reading on grade level. The SC Ready assessment, administered for the first time in the

spring of 2016 to students in grades three through eight, provides summative grade level assessment data in English/language arts (ELA); however, a separate reading score for each grade level is not provided. The ELA summative assessment data reports combined results for reading, writing, and language.

The 2016 third grade ELA scores for South Carolina students indicates 43.7 percent of all third grade students scored at the *Met Expectations* level or *Exceeded Expectations* level for ELA as measured by SC Ready. Fourth grade students scoring Met or Exceeding in ELA was 32.8 percent and 32.8 percent of fifth grade students were at the Met or Exceeding level in ELA as measured by SC Ready.

A significant gap between groups of students is evident with 57.6 percent of white students meeting the ELA standards in grade three while 25.3 percent of African American students and 34 percent of Hispanic students meeting the grade three ELA standard. This trend continues in grades four and five.

10 Best Practices for Summer Learning Programs

1. Intentional focus on accelerating learning
2. Firm commitment to youth development
3. Proactive approach to summer reading
4. Strong, empowering, qualified leadership
5. Advanced, collaborative planning
6. Extensive opportunities for professional development
7. Strategic partnerships
8. Rigorous approach to evaluation and commitment to program improvement
9. Clear focus on communication, sustainability and cost effectiveness
10. Open summer reading camps to students before 3rd grade

adapted from National Center for Summer Learning, 2009

With the Read to Succeed Act requiring summer reading camps and Proviso 1.67 providing funds for community partnerships for summer reading camps, there is a tremendous opportunity to more effectively and efficiently coordinate services among and between school districts and community partners for students in need of additional reading instruction.



School District	Partner(s)	Award Amount	# of students served
Aiken County School District	The Salvation Army, ; Nancy Moore-Thurmond Boys and Girls Club	\$42,000	378
Barnwell 45	Barnwell County Family YMCA; Barnwell Public Library	\$16,000	14
Clarendon County School District 2	Clemson Extension; Harvin Clarendon County Library; MadScience of Myrtle Beach	\$45,000	30
Darlington County School District	YMCA of Upper Pee Dee; Coker College	\$70,000	84
Florence County School District 3	Lake City Housing Authority; Town of Scranton; Coward Community Center; Olanta Library; St. John United Methodist; Mt. Beulah United Methodist; Nazareth United Methodist; Savannah Grove Freewill Baptist; Wesley United Methodist Church	\$70,000	202
Greenville County Schools	Greenville YMCA; LiveWell Greenville; Roper Mountain Science Center; Money Cents for Kids LLC; SC Children's Theatre	\$60,000	165
Greenwood School District 51	Greenwood YMCA	\$29,000	22
Kershaw County School District	Boys & Girls Clubs of the Midlands; Kershaw County Department of Parks and Recreation	\$50,000	120
Laurens County School District 55	Greater Laurens Family YMCA; Laurens County Public Library; Joe R. Adair Outdoor Education	\$50,000	32
McCormick County School District	McCormick County Library; McCormick Arts Council at the Keturah (MACK); McCormick County First Steps	\$60,000	71
Pickens County School District	United Way of Pickens County (fiscal agent); YMCA of Pickens County	\$70,000	191
Saluda County Schools	Clemson Cooperative Extension Office / Saluda County 4H	\$23,000	58
Williamsburg County School District	Black River United Way; Low Country Food Bank	\$70,000	202
York School District 1	Kings Mountain National Military Park; York County Culture and Heritage Museums; Bricks 4 Kidz	\$45,000	53



“Math is everywhere in the game of basketball and learning math teaches you how to work problems out every day. I am thrilled to be able to work with the students and teachers of math in South Carolina on this important project.”

-- Coach Frank Martin, Head Coach of the University of South Carolina Men's Basketball Team

The Importance of Partnerships in Education

Martin's Math Club

The EOC announced in November 2016 “Martin's Math Club,” a partnership with University of South Carolina Head Men's Basketball Coach Frank Martin and the University of South Carolina Athletics Department. Martin, a former high school math educator, developed the project designed to help young people learn that math is fun and relevant in their daily lives.

The “Martin's Math Club” provides the opportunity for teachers and students in grades Kindergarten through 8th grade to be eligible to win two tickets to a University of SC Men's Basketball team home game. Although most of the tickets for the four games are now gone, the standards-based lessons are still available. With assistance from SC math educators, the EOC published 18 standards-based lessons for K-8th grade that incorporate math and basketball. Contest details can be found online at www.helpwithmathsc.org.

Along with “Martin's Math Club,” the EOC has published resources to help families and others help support specific math concepts learned at school. The grade-specific tools can be found online at www.helpwithmathsc.org. Math educators from South Carolina helped develop the content, which guides users to appropriate books, websites, apps, as well as sample activities.

“My students don't leave Barnwell County. This would be an excellent experience for them to learn math and go to a college campus to watch a game they love!” -- SC Educator

14,639

Number of tickets requested by SC teachers for themselves and students after teaching lessons

260

Number of SC teachers who taught standards-based lessons related to math and basketball

11,912

Number of views on www.helpwithmathsc.org



CMARTIN'S

math club

$\% a^b x - \sqrt[n]{a} = \sqrt{\geq \leq \pm \infty \pi \phi \pm ^\circ \Omega \neq \Sigma + \$ \varphi \# \% a^b x - \sqrt[n]{a} = \sqrt{\geq \leq \pm \infty \pi}$

"Thanks for the great lessons! Teaching real world math will always help students master an understanding of the concept." -- SC Educator

CMARTIN'S
math club

Lesson Plan

7th Grade

The Number System

"How Many More?"

Objective:
By the end of the activity, the students will be able to:

- Add and subtract opposite signs (positive and negative) whole numbers with ease and speed.

Teacher Preparation:

- Copy the "Player Cards" on two different colors of paper. (Blue and red are being used in this example.)
- Provide copies of the "How Many More" activity sheet.

Introduction

- Show a picture of a basketball court with each team having 5 on-court players. Ask the students which team has the most on-court players and by how many.

South Carolina College- and Career-Ready Standards for Mathematics:
7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.

- Explain that during the game a player who was subbed in from the bench did a poor job of communicating to their teammates who needed to be subbed out. Show a picture of a basketball court with the blue team having 5 on-court players and the red team having 6 on-court players. Ask the students which team has the most on-court players and by how many.
- Show the same picture but reversed. The blue team will now have 6 on-court players and the red team will now have 5 on-court players. Ask the students which team has the most on-court players and by how many.

Now show each pictorial representation with its matching mathematical equation.

Picture 1:

= No team has more players on the court than the other

5 + (-5) = 0

Want more plans and math resources? | www.helpwithmathsc.org

Picture 2:

= The red team has one more player on the court than the blue team

5 + (-6) = -1

Picture 3:

= The blue team has one more player on the court than the black team

6 + (-5) = 1

Activity:
Tell the students how many of each number of cards to pull from their stack. Have them answer the two questions in their handout and write the correct mathematical equation.

Make sure the students fill-in the player colors you chose, and identify which color will represent the negative number.

Sample "How Many More" Activity Sheet					
Positive Color: Blue		Negative Color: Red			
Blue Players	Red Players	Which team has the most number of players?	By how many more players does that team have?	Mathematical Equation	
1.	6	10	Red	4	$6 + (-10) = -4$
2.	14	3	Blue	11	$14 + (-3) = 11$ or $14 - 3 = 11$

18

Grade-level lessons incorporating the SC College- and Career-Ready Standards in Mathematics and Basketball available at www.helpwithmathsc.org



Transforming the High School Experience

High School Task Force Report

In June 2016, the EOC received a report presented by the High School Task Force, a group of 17 public education, higher education, and business leaders. Using the South Carolina Profile of the Graduate as the desired outcome and education and economic development data which indicate that many SC students are not prepared for success in college and careers, the task force outlined five substantive recommendations leading to a new continuum of learning for students.

According to Dr. Lee D'Andrea, a retired public school educator and former SC school superintendent who chaired the task force, there is a disconnect between education and economic

development in South Carolina and a need for “urgent systemic renovation” which provides for more relevant and rigorous experiences for high school students as well as flexible preparation options that allow for multiple “exit points” where a student can enter postsecondary education or a career.

The task force, which worked from December 2015 to April 2016, outlined five recommendations after reviewing elements from the current system, hearing from numerous in-state and out-of-state experts, and reviewing state and national reports and data sets.

High School Task Force Recommendations

1. **The content/coursework requirements for a high school diploma must be updated to reflect the needs of workforce readiness in the current environment.**

The current 24-unit Carnegie unit seat-time requirement for students to earn a high school diploma “limits the delivery of instruction and engagement time” for students, according to the task force report.

2. **A coherent continuum of assessments must be established. The assessments must reliably measure content/knowledge as well as college and career readiness.**

According to the task force report, the current assessments in South Carolina, with the exception of WorkKeys which measures career readiness, do not provide an aligned metric of learning, measuring the progress of students.

3. **A Coordinating Council or P-20 Council should be re-established and directed to fully implement the Education and Economic Development Act (EEDA).**

The task force noted that work on establishing seamless transitions from high school to postsecondary education has slowed down recently, most notably when the Coordinating Council established by the EEDA was dissolved in 2012.

4. **An extensive communication initiative should be developed and implemented.**

In order for the demands of the workforce to be met, students and families must understand what the needs and expectations of the current workforce look like.

5. **A comprehensive design for data must be established.**

Citing a significant void in necessary data and information, the task force report stressed the need for a robust, longitudinal data system that allows educators, decision-makers, students, and parent to understand education and workforce outcomes to make prudent decisions.

“We have a system in place that has served generations in South Carolina while the workplace, the economy, and technology have evolved to a new level. It is time for the high school preparation process to mirror the workplace and level of technology.”

- Dr. Lee D’Andrea, former SC school district superintendent and Chair of the High School Task Force



Sample rubric on courses and experiences which prepare students for multiple options beyond high school. The rubric also demonstrates flexibility for students while maintaining rigor. The next steps help to determine the preparations for entering the next step, i.e. business human resource leaders, college admissions and faculty, etc. The full report of the High School Task Force is available at www.eoc.sc.gov.

Sample Learning Design High School Requirements					
	Content/ Course Work	Step After High School			
		Workforce	2 Year College	4 Year College	Military
	English (4)	Req. one of the following courses: technical writing, public speaking, meetings and presentations	Req. one of the following courses: technical writing, public speaking, meetings and presentations	Current requirements and senior year course required	Req. one of the following courses: technical writing, public speaking, meetings and presentations
	Math (4)	Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting	Req. one of the following courses: personal finance, SREB math ready or a CATE completer with math focus, i.e. accounting	Current requirements and senior year course required	Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting
	Science (3)	Current requirements and senior year recommended	Current requirements and senior year recommended	Current requirements and senior year recommended	Current requirements and senior year recommended
	Technology (1)	Career Completer course level 3 or 4 in identified pathways or general programming course or general media course			
	PE (1)	Course options: traditional PE, nutrition/wellness, DNR course, ROTC, exercise, weightlifting, dance			
	Social Studies (3)	US History & Constitution, Government/Economics, one option from some CATE courses, current courses, courses in conflict resolution and team building			
	Electives (6)	One elective may be exempted with Gold Score on WorkKeys	One elective may be exempted with ACT score of ?	One elective may be exempted with SAT score of ?	One elective may be exempted with ASVAB score of ?
	Total 22 units				
	Career Readiness	Plus 2 of the choices (on the transcript but not calculated for state scholarship purposes) Apprenticeship, Approved Work Experience, Approved Independent Study, Senior Project, AP or Dual credit course (these are beyond the AP and dual credit courses taken to meet the requirements above; the student must pass course to meet this requirement but not calculated in state scholarship determination)			
	Assessment Scores	Bronze/Silver WorkKeys and Career Completer proficiency exam	Silver WorkKeys and Readiness Exam to 2-year college	Gold Work Keys and ACT/SAT score of ??	Bronze/Silver WorkKeys and ASVAB exam



“The members of the EOC feel strongly that the recommendations that we are sending forward to the SC Legislature represent what so many citizens in our state value for our young people and their schooling. The individuals on the EOC should be commended for their thoughtful, deliberate and purposeful work on behalf of children.”

-- Neil Robinson, EOC Chairman

A New Day of Education Accountability

Accountability System Model Recommendations

In January, the EOC adopted recommendations for a single accountability system that meets both federal and state requirements for school accountability. The recommendations were required as part of Act 200 of 2014, enacted by the SC General Assembly and follow 18 months of engagement from stakeholders representing parents, community members, business leaders, and educators.

Transformation goals

The EOC recommended the adoption of two transformational goals for South Carolina:

1. By 2035, the on-time graduation rate of the state, each district, and each high school in South Carolina should be 90 percent. Children born in the current calendar year should graduate from high school in 2035.
2. Beginning with the graduating class of 2020, the state must increase annually by 5 percent the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

Additionally, the EOC recommended that system and state metrics be reported to measure the progress schools are making meeting the state transformational goals. Samples of these metrics include the percentage of students entering kindergarten ready to learn and the percentage of high school graduates who are either gainfully employed in the state within five or ten years of graduating from high school or are enrolled in postsecondary education.

Reduction in summative testing

The EOC recommended a reduction in summative (end-of-year) testing of students, advocating that students take the

Palmetto Assessment of State Standards (PASS) Science in grades 4, 6, and 8. Social Studies would be tested in grades 5 and 7. Currently, students are tested in both Science and Social Studies in grades 4-8. The EOC further recommended that multiple-choice assessments in science and social studies be replaced in the future with performance tasks “that truly measure a student’s content understanding and ability to apply his or her learning to solve real-world problems.”

While summative testing is reduced in the recommendations, the EOC suggested South Carolina consider participating in the Program for International Student Assessment (PISA) to compare our achievement in South Carolina with students in other states and countries. The EOC went further to recommend that evidence of “soft skills” within the Profile of the SC Graduate be considered for the next cyclical review. Although skills like perseverance, critical thinking, and collaboration are part of the Profile and valued by business, they are not currently assessed regularly.

Public reporting

Although the EOC recommended that school districts not receive a summative rating, schools will receive a summative rating as well as a rating for each of four indicators under the proposal. The ratings for both the school summative rating as well as the component rating will use the nomenclature currently in state statute, Excellent, Good, Average, Below Average, and At-Risk (used since 1998.) A sample of the recommended elementary school report card “landing page,” to be accessible online, can be found on the opposite page.

**Recommendations for a Consolidated
Accountability System available at**

www.eoc.sc.gov



Elementary and middle school measured indicators will include Academic Achievement, Growth, English Language Proficiency, and Positive & Effective Learning Environment. High schools will be measured using the indicators Academic Achievement, English Language Proficiency, Positive & Effective Learning Environment, and Prepared for Success (College, Career, and Civic Life Ready).

High school re-design

Echoing the recommendations of the EOC’s High Task Force from 2016, the EOC recommended that the requirements for a high school diploma be revised as well as the content and coursework requirements in high school to reflect the needs of the 21st century.

Additional recommendations in the report address rewarding performance and innovation as well as providing intervention and assistance.

Recommended elementary school report card “landing page”

The following template is designed to provide a visual representation of what a website landing page might look like using these data elements. All data used are for PLACEMENT PURPOSES ONLY.

DRAFT ELEM SCHOOL REPORT CARD (sample landing page)
ESPAÑOL | CONTACT | LOGIN

Home OVERVIEW
Student Learning
School Environment
Prepared for Success
Student Opportunities
Finances
Search

SC Sample Elem School

SC School Drive 1123 Fifth Avenue, City, SC | Grades PK-5

803-667-5309
 scelemsschool.org
 SCElemSchool

- Sample Elementary School’s overall performance is higher than 15% of schools in the state and schools in the district.
- Its students’ academic growth is higher than 72% of schools in the state and similar to schools in the district.
- 85.5% of its 3rd grade students are reading at or above the grade level target.

School Performance

Excellent

CONTACT SCHOOL

VIEW DISTRICT

Points earned out of 120	Rating*
TBD	Excellent
TBD	Good
TBD	Average
TBD	Below Average
TBD	At Risk

*currently defined by state law.

Academic Achievement

This component represents the number of students who passed the state tests and how they performed on them.

COMPONENT RATING

VIEW MORE INFO

EXCELLENT

English Language Proficiency

This component measures the progress toward English-language proficiency of English-language learners in a school.

COMPONENT RATING

VIEW MORE INFO

BELOW AVERAGE

Student Growth

This component looks closely at the growth that students are making as it relates to past performance.

COMPONENT RATING

VIEW GROWTH OF ALL STUDENTS

GOOD

VIEW GROWTH OF LOWEST 25% IN ACHIEVEMENT

School Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

COMPONENT RATING

VIEW MORE INFO

EXCELLENT

DOWNLOAD AS PDF

SHARE

ADVISORY GROUPS

SINGLE ACCOUNTABILITY SYSTEM REPORT

Mona Lisa Andrews, Florence

Rick Arboscello, Greenville

Angela Bain, Chester

Carey Ballew, Campobello

Clarissa Bennett, Blythewood

Carl Blackstone, Columbia

Emanuel Brown, Timmonsville

Michael Burgess, Lexington

Debbie Chavis, West Columbia

Graceanne Cole, Columbia

Kathy Coleman, Saluda

Christopher Cox, Irmo

Clint Davis, Chester

Lisa Deluca-Alexander, Greenville

Kate DiNatale, Greenville

Laura Donnelly, Charleston

Daniel Fallon, Beaufort

Charles Finch, Moncks Corner

Wendy Folsom, Chesterfield

Melissa Frazier, Little River

Marie Gibbons, New Zion

Joanna Gilmore, Charleston

Tom Grobisich, Charleston

Barbara Hairfield, Charleston

Sarah Hartung, Greenwood

Melissa Hook, Batesburg

Mark Hopkins, Clover

Liz Horton, Camden

Chad Hudson, Gaffney

Cornelius Huff, Inman

Chandra Jefferson, Columbia

Herb Johnson, Greenville

Rodney Johnson, Greenville

Chris Jones, Charleston

Merrit Jones, Lexington

Lashanda Keels, Kingstree

Vicky Kirby, Latta

Rebecca Kirk, Rock Hill

Pam Knight, Florence

Anita Latham, Columbia

Dora Leonard, Walhalla

Lynn Liebenrood, Dillon

Jay Lindler, Lexington

Tara Lowry, Chareston

Greta McAvoy, Camden

Terri McColl, Little Rock

Jason McCreary, Greenville

Christina Melton, Columbia

Ken Middleton, Orangeburg

Kasey Miles Feagin, Lake City

Nathanial Marshall, Florence

Max Monroe, Campobello

Willie Mae Muldrow, Bishopville

Kevin O’Gorman, Moncks Corner

Tammy O’Quinn, West Columbia

Shannon Prosser, Johnsonville

Andrea Pulling, Harstville

Andy Patrick, Hilton Head

George Pendleton, Clover

Morgan Platt, West Columbia

Beth Purcell, Greer

Julie Putnam, Camden

Sheila Quinn, Columbia

Amanda Reily, Charleston

Elizabeth Rollyson, Rock Hill

Nate Roper, Easley

Amy Russell, Iva

Shannon Ryan, Blythewood

Deana Scott, Rock Hill

Shari Sebuck, Mt. Pleasant

Kelly Shealy, Barnwell

Linda Simmons, St. Matthews

Tonia Smith, Sumter

Melvin Stroble, Indian Land

Penny Sturgill, Cope

Patti Tate, Rock Hill

Charlotte Taylor, Columbia
Meredith Taylor, Hartsville
Heather Thore, Anderson
Jackie Tyner, Cheraw
Alicia Ward, Charleston
Reginald White, Ridgeland
Leslie Wietzel, Moncks Corner
Preston Young, Elgin
Amanda Twitty, Barnwell
Anna Washington
Ricky White, Manning
Valeria Wright, Columbia
Amy Young, Greenwood

PALMETTO DIGITAL LEARNING PROJECT

Lee D'Andrea, Pickens

JOINT COMPUTER SCIENCE AND INFORMATION TECHNOLOGY TASK FORCE

Ernest Andrade, Charleston
Josh Bell, Greenville
Lindsay Boozer, Columbia
Duncan Buell, Columbia
Quinn Burke, Charleston
Jena Collins, Kentucky
Christopher Leventis Cox, Irmo
Lonnie Emard, Columbia
Julie Fowler, Columbia
Clint Hankinson, Columbia
Karla Hawkins, Columbia
Mary Hipp, Columbia
Elisabeth Kines, Columbia
Angela Leon, Columbia
Bruce Martin, Columbia
Dr. Tom Peters, Greenville
Darlene Prevatt, Columbia
Christie Reid, Clover

Darwin Shorters, Charleston
John Turner, Fort Mill

2016 SUMMER READING PARTNERSHIP REPORT

Jennifer Anderson, Columbia
Cathy Jones Stork, Columbia
Ruth Nodine, Columbia
Cathy Chapman, Columbia

MARTIN'S MATH TEAM & www.helpwithmathsc.org

Sandy Avinger, Columbia
Emily Feeney, Columbia
Frank Martin, Columbia
Darren McPhail, Columbia
April McPherson, Darlington
Christie Reid, Clover
Josh Waters, Columbia

2015-16 COMMUNITY BLOCK GRANT PILOT PROGRAM

Dennis Drew, Mt. Pleasant
Allison Jacques, Columbia
Hayes Mizell, Columbia
Scott Price, Columbia
Carlos Primus, Columbia
Martha Scott Smith, Columbia

2016-17 COMMUNITY BLOCK GRANT PILOT PROGRAM

Lillian Atkins, Lexington
Wendy Burgess, Columbia
Chris Cox, Irmo
Iris Griffin, Columbia
Tammy Pawloski, Florence
Mark Russell, Cayce
Charles Weathers, Columbia

HIGH SCHOOL WORKING GROUP

Sean Alford, Aiken
Cynthia Bennett, Columbia
Bob Couch, Columbia
Lee D'Andrea, Pickens
Darrell Johnson, Greenwood
John Lane, Columbia
Rep. Dwight Loftis, Greenville
Meredith Love, Florence
Frank Morgan, Kershaw
Darrell Owings, Spartanburg
George Peterson, Clemson
Kelly Pew, Rock Hill
Hope Rivers, Columbia
Ann-Marie Stieritz, Columbia
Helena Tillar, Marlboro
Frances Welch, Charleston
Jimmy Williamson, Columbia
Pamela Ardern, Clemson
Kevin Bruch, Columbia

SC PARENT SURVEY

Ling Gao, Columbia
Cynthia Hearn, Columbia

CYCLICAL REVIEW OF THE SC SOCIAL STUDIES

Mary Adams, Clover
Brenda Baratto, Aiken
Millicent Brown, Charleston
Cindy Brunson, Summerton
Edward Bui, Lexington
Mike Burgess, Lexington
Susan Candee, Greer
Liz Carey, Anderson
Susan Cauthen, Lancaster
Matthew Cheek, Lake City
Bethany Comstock, Anderson
Rona Cue, Bennettsville
Teresa Dale, Charleston
William "Bill" Dieckmann, Columbia

Edgar Dyer, Myrtle Beach
Jeffrey Eargle, Columbia
Octavia Edwards, Monks Corner
Ray Farley, Liberty
Lindsay Finch, Charleston
Ashley Fox, Greenville
Nathan Gaillion, Taylors
Tillman Gives, Batesburg
Shirley Gooden, Orangeburg
Laura Goodwin, Camden
Catherine Gramling, Campobello
Barbara Hairfield, Charleston
Jeffery Hall, Orangeburg
Melissa Hammond, Lake City
Tamara Hannibal, Hopkins
Deirdre Hicks, Sumter
John Hill, Chesterfield
Paul Hudacko, Myrtle Beach
Cornelius Huff, Inman
Nikita Jackson, Rock Hill
Terry James, Florence
Paketrice Jones, West Columbia
Hayley Kennedy, Inman
Elizabeth King, Columbia
James Lane, Sumter
Melissa Latham, Greenwood
Gerilyn Leland, McClellanville
Dawn Lisk, Fort Mill
Maria "Nikki" Lott, Ladson
Kristy Mauro, Myrtle Beach
Jeffery Mezzatesta, Hemingway
Jerry Mitchell, Columbia
Yvonne Mitchell, Orangeburg
Kelly Morse, Prosperity
Patricia Moultrie-Goldsmith, Orangeburg
Michael Nelson, Clinton
Kristie Nicoloff, Travelers Rest
Daniel Parent, Aiken
Donna Parker, Myrtle Beach
Leslie Carter Parks, Murrells Inlet
Anne Pressley, Columbia

Rachelle Propp Shirley, Anderson
Gisela Rentas, Charleston
Tom Richey, Clemson
Chandra Robinson, Columbia
Wardie Sanders, Hartsville
Mindy Spearman, Clemson
Amanda Stiglbauer, Columbia
Mark Stout, Maryland
Kathy Swann, Kentucky
Helen Taylor, Columbia
Susan Thomas, Columbia
Monica Tomberlin, Pageland
Amanda Twitty, Barnwell
Lee Valentine, Anderson
Charles Vaughan, Columbia
Garrett Walker, North Charleston
Rebekah Watson, Lancaster
April Wells, Columbia
Larry Watson, Orangeburg
Reginald Williams, Orangeburg
Shauna Williams, Florence
Bill Wilson, Clemson

K-12 TECHNOLOGY REPORT

Valarie Byrd, Columbia
Don Cantrell, Columbia
Adam Epting, Columbia
Claudette Flynn, Columbia
Keith Osman, Columbia

TEACHER LOAN REPORT

Mim Armour, Columbia
Camille Brown, Columbia
Laura Covington, Columbia
Anne Harvin Gavin, Columbia
Cynthia Hearn, Columbia
Jane Turner, Rock Hill

FULL-DAY 4K REPORT

Jennifer Anderson, Columbia
Mark Barnes, Columbia
Bill Brown, Columbia
Leigh D'Amico, Columbia
Penny Danielson, Columbia
Mary Lynne Diggs, Columbia
Christine DiStefano, Columbia
Fred Greer, Columbia
Mellanie Jinnette, Chester
Sandra Lindler, Clemson
Noelle McInerney, Columbia
Martha Strickland, Columbia
Nancy Williams, Columbia
Dan Wuori, Columbia

EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS ADVISORY GROUP

Dan Blanch, Greenville
Dorothy Cobb, Greer
Kathy Cook, Mt. Pleasant
Edward Earwood, Columbia
Betsy Fanning, Mt. Pleasant
Jacqualine Kasproski, Columbia
Jose Mulero, Lugoff
Stephanie Schaffer, Simpsonville
Joanne Swofford, Rock Hill
Susan Thomas, West Columbia
Larry Watt, Orangeburg

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Shawn Becket, Clemson
Ben Harling, Clemson
Darren McPhail, Columbia

MILITARY-CONNECTED STUDENTS REPORT

Pamela Ardern, Clemson
Kevin Bruch, Columbia

Wanda Davis, Columbia

Cynthia Hearn, Columbia

Mellanie Jinnette, Columbia

Sharon Lone, Clemson

Susan McPherson, Columbia

Jerry Mitchell, Columbia

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**SC EDUCATION
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